DOCUMENT RESUME

ED 328 468 SO 021 018

AUTHOR Ravitch, Diane
TITLE The Changing History-Social Science Curriculum: A Booklet for Parents.
INSTITUTION California State Dept. of Education, Sacramento. Curriculum, Instruction, and Assessment Div.
REPORT NO ISBN-0-8011-0874-8
PUB DATE 90
NOTE 27p.
AVAILABLE FROM Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.00 for 10 copies).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Curriculum Development; Elementary Secondary Education; Geography Instruction; History Instruction; *Parent Student Relationship; Social Sciences; Social Studies; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS *California

ABSTRACT

The lack of U.S. students' knowledge of history and geography has been portrayed on television and in the newspapers as a national problem. California's public schools are taking significant steps to ensure that all students have a well developed understanding of their society and the world. This guide for parents answers some of the most commonly asked questions about the 1987 California History-Social Science Framework (for K-12) and suggests concrete ways in which parents can help their children succeed in school. A literature list for parents and children (K-12) is included. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328468

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 031 018

50

The Changing History–Social Science Curriculum

A Booklet for Parents

Prepared under the direction of the

Curriculum, Instruction, and Assessment Division, Francie Alexander, Director

and the

History–Social Science and Visual and Performing Arts Unit Diane Brooks, Administrator

Publishing Information

The *Changing History–Social Science Curriculum: A Booklet for Parents* was prepared under the direction of the Department of Education's Curriculum, Instruction, and Assessment Division, History–Social Science and Visual and Performing Arts Unit.

The principal writer was Diane Ravitch, Professor of History, Teachers College, Columbia University.

The booklet was edited for publication by Maria Reynoso of the Bureau of Publications, working in conjunction with Diane Brooks of the History–Social Science and Visual and Performing Arts Unit, and it was prepared for photo-offset production by bureau staff members.

The document, which was developed in part with Chapter 2 (ECIA) funds, was published by the California Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

Copyright © 1990 by the California Department of Education

Copies of this publication are available in the following quantities: $5 for 10 copies, $30 for 100 copies, or $230 for 1,000 copies, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

A list of other publications available from the Department appears on the inside back cover. A complete list may be obtained by writing to the address given above or by calling the Sales Unit at (916) 445-1260.

ISBN 0-8011-0874-8

A Message to Parents from California's State Superintendent of Public Instruction

You have probably seen stories on television and in the newspapers about a national problem—American students' lack of knowledge of history and geography. This is a national problem. However, California's public schools are taking significant steps to ensure that all students have a well-developed understanding of their society and the world. In 1987, the State Board of Education adopted a new *History–Social Science Framework* that provides for more time for history and geography. The framework establishes the content to be studied in every grade from kindergarten through grade twelve. This parental guide answers some of the most commonly asked curriculum questions and suggests some concrete ways in which parents can help their children succeed in school.

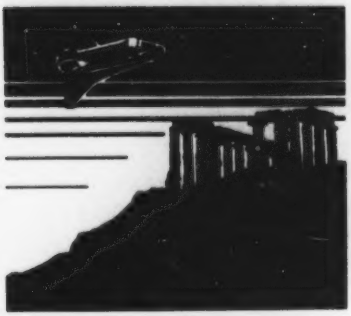
As adults, you and I recognize from our own experiences how important a knowledge of history and geography is for understanding the world. Those of us who grew up in the United States are likely to have vivid recollections of the civil rights movement, the changes that technology has made in Americans' lives, and the ways that the Vietnam War affected our culture. Those born in other countries are aware of the impact of war, political upheavals, and economic dislocation on the life of a nation and its people. Our children know about such things only by studying the past.

We want students in California's public schools to understand the rights and responsibilities of citizens in a democratic society; to reflect on the sources of conflict and cooperation among people; to appreciate the importance of ethical behavior and human rights; and to recognize how democratic institutions evolved, how they are preserved, and how they may be jeopardized. We want them to learn the democratic values embedded in the Constitution and to respect the rule of law. These ideas are some of the major aspects of the new history–social science curriculum.

As you will see in this parental guide, we have high expectations for all students. All students will learn about the most significant events, trends, ideas, and people in American and world history. By learning more about the American past, our students will be better prepared to be active citizens. By learning about the history of other nations, such as those in Asia,

Africa, Europe, and the Americas, they will have a deeper understanding of the aspirations and problems of the rest of the world.

Your children will live in the twenty-first century. The rapid advance of communications, technology, and international economic ties assures that life will be even more complex in the future. When students understand the past, they will be better prepared to solve problems, make thoughtful decisions in the present, and face the challenges of the future.



HISTORY... A JOURNEY THROUGH TIME

Why History–Social Science?

By studying history–social science, young people can play a part in improving society.

Everything that happens in the present and future has its origins in the past. The more informed we are, the better equipped we are to understand new problems, situations, and trends. While our children cannot possibly learn everything there is to know about the past, they can learn enough to make sense of the changes that take place in their lives and in the world. By studying history and the social sciences, young people can get a good understanding of how our society functions, how we select our leaders, how our laws and political system work, how our economy works, how individuals can make a difference, and how they can play a part in improving our society and meeting the challenges that lie ahead.

Students learn the behaviors and values essential to democratic societies.

In history–social science classes, students learn the behaviors and values that are essential to democratic societies. They learn to discuss and debate, think critically about issues, share and take turns, and respect those with different opinions. They can see in classroom activities as well as in historical examples that democratic governments require citizens who are willing to take responsibility, to lead, and to follow.

Our nation depends on an educated and intelligent citizenry.

As we move toward the twenty-first century, it is clear that we cannot ignore the political, economic, and social problems of the rest of the world. We are trading partners with many other nations, and we must understand their histories and cultures in order to be good partners. We have global rivalries with some nations, and we

must understand their histories and cultures in order to avoid misunderstandings and war. Our well-being as a nation and our ability to build a stable peace greatly depend on the citizenry's intelligence and educated understanding.

Students learn democracies' strengths and weaknesses.

In addition, education in history–social science should strengthen our students' understanding of and commitment to democratic principles. Children should grow to understand the precious, fragile nature of democracies. We want them to know democracies' strengths and weaknesses and that one of the greatest strengths is a democratic society's ability to criticize itself when it has made a mistake. As a society, we believe in a democratic government, and we want our children to know why. We want them to understand the price that has been paid over the years to achieve our strong system of justice and the importance of continuing to strengthen our commitment to basic human rights. Ultimately, our democratic traditions rest on knowledgeable and informed citizens. If citizens cease to care or understand, then our system will be in jeopardy.

Students will become better citizens.

We recommend this new history–social science curriculum because we think that it will help students become better citizens; learn about the difficult struggles to establish justice, equality, and freedom; understand the basic economic facts of life; heighten their sensitivity to ethical issues; encourage them to get along with others from different cultures and backgrounds; and become aware of men and women across the globe who have transformed the world we live in by their ideas and actions.

We are very proud of this new venture. Our curriculum has attracted attention and

commendations from educators across the country. We hope you will want to read the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* and learn more about what your children will be studying in the years ahead.

Questions and Answers About the *History–Social Science Framework*

What is a framework?

A framework describes *what* will be taught to all students from kindergarten through the twelfth grade (the curriculum), and it describes the content of the course. It is a guide used by teachers and administrators to help them plan and coordinate what they will teach. It informs textbook publishers about the kinds of textbooks needed in schools. A framework also makes suggestions on *how* to teach the curriculum.

What is the purpose of the *History–Social Science Framework*?

The framework has four basic purposes:

First, it establishes a common curriculum in history and the social sciences for all children in the state. Teachers may choose to present the curriculum in a variety of ways. Indeed, they are encouraged to be innovative in their teaching methods. However, all students should encounter the same rich program of studies.

Second, it provides a guide so that all students in the state will receive an educational experience of comparable quality. For example, this framework calls for all children to receive three full years of world history. Without a state framework, some districts could offer less and others more.

Third, it ensures that students who move from one school to another within the state will not repeat the work of previous years, since the course content in all districts in the state will be similar.

Fourth, it creates a sequence of studies. Beginning in kindergarten, students build on

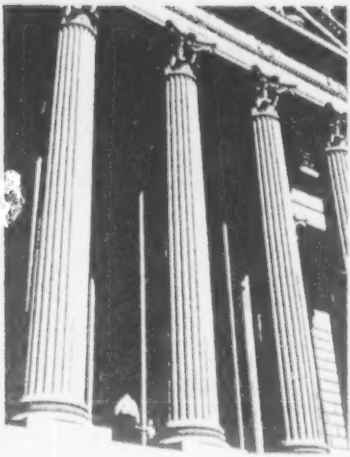
their work and knowledge from previous years. Teachers will know what students have learned in earlier grades and what content was included in each year.

What will children study?

In the ***primary years***, kindergarten through third grade, students begin to learn about the larger world they inhabit. They will learn the social behavior that is the basis of good citizenship in both the classroom and the community. They will begin to understand geographic and economic relationships as they examine their local communities and the ways in which they depend on others to supply their needs for food and shelter. They will meet great heroes from a variety of cultures as they read about men and women who have made differences. Their studies and activities will introduce them to the national symbols, holidays, songs, and stories that bind a nation.

In the ***fourth grade***, they will study the history and geography of California, from pre-Columbian times—when it was home to large numbers of American Indians—to the present—when migration and immigration have made the state a dynamic cultural mix and technology has changed the way people work and live.

In the ***fifth grade***, students will study U.S. history and geography, with special emphasis on the exciting story of the settling and founding of the new nation. They will learn about Indian tribes, explorers, settlers, slavery, Puritans, Pilgrims, pioneers, the American Revolution, and the westward movement. They will learn about leaders like George Washington, Benjamin Franklin, and Thomas Jefferson.



In the ***sixth grade***, students will learn about the history and geography of ancient civilizations. They will study the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. Students will learn about everyday life, art and architecture, the tools that ancient peoples used, the myths they developed to explain the natural world, and the great ideas that ancient civilizations developed.

In the ***seventh grade***, students will continue to study world history and geography from approximately A.D. 500 to 1789. This will take them from the fall of Rome to the spread of Islam. They will learn about the Mayan, Incan, and Aztecan civilizations. They will examine life in China, Japan, and Europe, and they will take a close look at the Renaissance, Reformation, and scientific revolution in Europe.

In the ***eighth grade***, students will again study U.S. history and geography. Students will concentrate on the tumultuous years from the framing of the Constitution to World War I. Students will also learn about the special characteristics of the West, the South, and the Northeast; about the many reform movements that swept the nation, such as those for the abolition of slavery, for women's rights, and for public education; and about the Civil War and the spread of the industrial revolution.

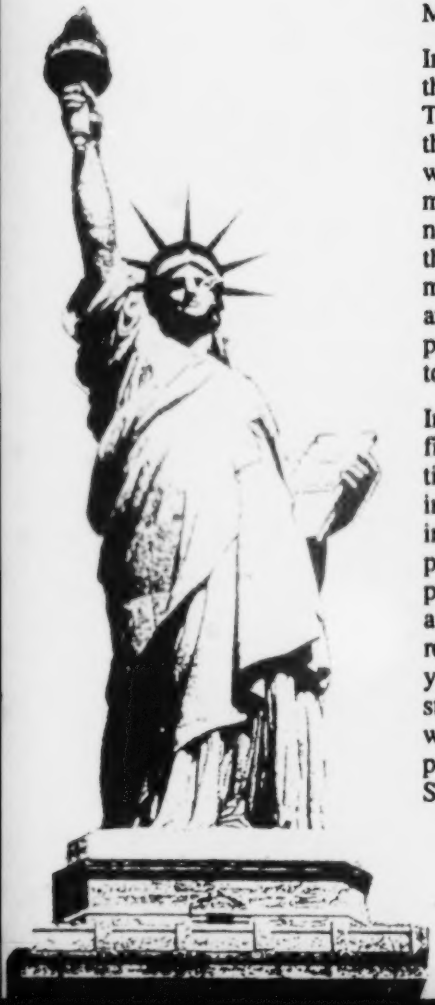
In the ***ninth grade***, students will select elective courses in history–social science, such as California history, geography, comparative world religions, anthropology, psychology, sociology, women's studies, ethnic studies, or law-related education. Elective courses give students an opportu-

nity to explore in greater depth problems or issues that interest them.

In the ***tenth grade,*** they will study modern world history from about 1789 to the present. They will learn about imperialism and colonialism in India, the causes and consequences of World War I, totalitarianism in Nazi Germany and Stalinist Russia, and World War II. A feature of this year's courses is a study of nationalism in the world today, which will introduce students to problems and issues in Asia, Africa, the Middle East, and Latin America.

In the ***eleventh grade,*** students will focus on the United States in the twentieth century. They will learn about the Progressive Era, the Jazz Age, the Great Depression, the two world wars, the cold war, the civil rights movement, and the wars in Korea and Vietnam. They will learn how the principles of the Constitution have affected the development of American society, and they will analyze the major economic and social problems that confront the United States today.

In the ***twelfth grade,*** students will spend the first semester closely examining the institutions of American government and comparing them to other governmental institutions in the world today. They will discuss the principles of American democracy and the privileges and responsibilities of citizens in a democracy, including the importance of registering to vote at the age of eighteen years. In the second semester, students will study the basic concepts of economics. This will help them understand the economic problems and institutions of the United States and other countries.



What Is Different About the New History–Social Science Curriculum?

It emphasizes history and geography.

In every grade, students will learn that events occurred in a particular time and place, and they will always be challenged to ask: Why? Why now? Why here? History is like a jigsaw puzzle or a detective story in which not all the answers are known. History can be fascinating to students when they find out why things happened, when, and where; they learn about the ideas that caused wars, revolutions, and crusades and about the men and women who made differences.

It encourages the integration of the humanities, social sciences, and literature with the teaching of history.

It encourages teachers to integrate the humanities and social sciences into the study of history and geography. To understand any society, whether it is the United States today or an ancient civilization, one should know how the society was ruled (politics), what groups were part of the society (sociology), and how people worked and produced goods (economics). In order to have a better sense of the society and to be able to imagine what it was like to be alive then, students should examine the society's art, music, drama, dance, literature, architecture, technology, religion, sports, and daily life.

It encourages teachers to integrate literature with the teaching of history. Students will read journals and diaries of pioneers in order to understand frontier life, the great myths and legends of each civilization, the

words spoken or written by significant men and women, and novels and biographies that help them see events through the eyes of those who were there.

The social studies curriculum is enriched in kindergarten through third grade.

It enriches the social studies curriculum in kindergarten through third grade with the introduction of biographies, myths, legends, and historical stories. These studies will prepare children better for the upper grades by giving them a rich historical foundation.

Students are required to study world history for three years.

It requires that all students study three years of world history. California is the first state in the nation to place so strong an emphasis on world history. The world becomes a smaller place every day, and we cannot afford to graduate students who are ignorant about the other major civilizations in the world.

It emphasizes the rights and freedom of individuals.

It emphasizes the importance of democratic values and human rights. One of the great themes of modern history has been the development of governmental institutions to protect the rights and freedoms of individuals. Students will learn how to participate in government and civic agencies so that they can strengthen democratic institutions in their own communities.

The curriculum recognizes the diverse cultural heritages that make up the United States.

It recognizes the multicultural character of American society and alerts students to intergroup relationships in other societies. The curriculum stresses that the United States is a nation composed of many different groups and cultures. It teaches respect for diverse cultural heritages. A major focus in the study of national and world history is to understand why groups clash and under what circumstances they live in harmony.

It acknowledges the importance of religious ideas in national and world history. In American history, students will learn about the role of religious organizations in the civil rights movement and other reforms. In world history, they will examine the ethical ideas of Christianity, Judaism, Islam, Buddhism, Confucianism, and Hinduism. They will also learn how religious conflicts have sometimes provoked wars and prejudices.

It examines ethical ideas and their consequences. Students studying history need to understand the conditions that produce a good society, one which protects individual dignity, as well as to understand how governments sometimes oppress their own citizens and tyrannize others.

Parents will see a variety of learning activities and teaching methods when they visit their children's schools.

The new curriculum does not mandate how teachers will teach. It encourages teachers to use a wide variety of methods in teaching history–social science. The framework is a guide to what should be taught, not how it should be taught. Teachers may use debates, plays, computers, writing activities, cooperative or group activities, and any other approaches that will help children understand the past as a living reality.

We hope that parents will see history–social science being taught daily. We expect that parents will see their children actively participating in the classroom in a variety of interesting and lively activities—for instance, performances, role playing, simulations, discussions, mock trials, and student projects.

Ways in Which Parents Can Help

Children can be more successful in school if parents do the following:

Take an interest in their children's school life.

- Read their textbooks and reports.
- Review their group projects.
- Visit their classrooms.
- Meet their teachers.
- Ask teachers about their children's progress.
- Ask their children to talk about what they do in class and what they are learning.

Discuss issues and events of the past and present.

- Share family history with their children.
- Tell children about their own memories of important events.
- Talk about current events with children.
- Encourage them to watch television programs about important historical topics and current events.
- Try to discuss current events from different points of view. Help children think about causes (Why did it happen?) and consequences (What might happen now?).

Be good role models for their children.

- Read newspapers and news magazines for informed judgments.
- Give children books about important people and historical events. (At the end of this parental guide, there is a list of publications that support the learning of history–social science.)
- Help children locate places, countries, and regions on maps or globes and discuss with them why people have settled there and how they live.
- When taking trips, let children follow the routes on maps. Discuss how people live,

what they do, and how one place is the same as or different from where they live.

- Take children to museums and libraries.
- Ask children for their help in looking something up in an encyclopedia.
- When shopping, discuss where items come from, why, and how the place of origin makes a difference to one's way of living and the economy.
- Give their views on issues and explain why they believe what they do. In addition, discuss children's own views with them.
- Take children to voting polls.
- Explain to children how one reaches a voting decision.
- Encourage eighteen-year-olds to register to vote.

Inquire about homework and give ideas on finding local resources.

- Discuss their homework assignments.
- Encourage children to talk with family members, neighbors, and friends about current events.
- Help children find out how to get information for school projects from local historical societies, museums, and civic or governmental offices.

Looking Toward the Twenty-first Century

Students will be better equipped to face issues and situations as adults.

History and geography influence the shape of the future. A solid grasp of these disciplines, from both national and world perspectives, will enable students to comprehend better the issues and situations they will face as adults. The development of a safer, stronger nation and world depends on a well-informed citizenry that values the priceless heritage of freedom and knows the impact of history. President Harry S Truman once remarked that one cannot be a good citizen without knowing history. Knowledge resulting from the history–social science curriculum will help develop young people who care about the quality of life in their communities, nation, and world. Consequently, students will be motivated to preserve and participate in the democratic process. Students will be better equipped to differentiate between what is important and not important and will work to solve or resolve problems more intelligently than if the curriculum had been only casual or piecemeal.

Students will be motivated to preserve and participate in the democratic process.

The *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* is available from the State Department of Education for $6 plus sales tax for those living in California. Copies may be ordered by writing to:

California Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95802-0271

Literature List for Parents and Children

The following collections of novels, stories, poetry, plays, biographies, picture books, and the like are about important people, events, and issues in our nation and the world. Documents such as these are available from most libraries. They also make wonderful gifts. A more complete list of literary publications which support the learning of history–social science, *Literature for History–Social Science, Kindergarten Through Grade Eight,* is available from the California Department of Education.

Kindergarten

Adler, David A. *George Washington: Father of Our Country*
Aesop. *Aesop's Fables*
Azarian, Mary. *A Farmer's Alphabet*
Carasusan, Gloria. *Los tres osos y bucles de oro*
Field, Rachel. *The General Store*
Galdone, Paul. *The Three Little Pigs* and *The Little Red Hen*
Giovanni, Nikki. *Spin a Soft Black Song*
Grimm, Jacob, and Wilhelm K. Grimm. *The Bremen Town Musicians*
Hale, Sarah J. *Mary Had a Little Lamb*
Spier, Peter. *The Legend of New Amsterdam*
Turkle, Brinton. *Thy Friend, Obadiah*

Grade one

Adler, David. *Martin Luther King, Jr. Free at Last*
Barnes, Beatriz. *La cigarra y la hormiga*
Behrens, June. *Fiesta!* Translated by Lada Kratky
Bess, Clayton. *The Truth about the Moon*
Burton, Virginia L. *Katy and the Big Snow*
Grimm, Jacob, and Wilhelm K. Grimm. Various tales
Heyer, Marilee. *The Weaving of a Dream: A Chinese Folktale*
Martin, Bill, Jr., and John Archambault. *Knots on a Counting Rope*

	Swift, Hildegarde, and Lynd Ward. *The Little Red Lighthouse and the Great Gray Bridge* *Tatterhood and Other Tales*. Edited by Ethel J. Phelps Yarbrough, Camille. *Cornrows*
Grade two	Aliki. *A Weed Is a Flower: The Life of George Washington Carver* Brighton, Catherine. *Five Secrets in a Box* Cohen, Barbara. *Molly's Pilgrim* Cooney, et al. *Tortillitas Para Mama: And Other Nursery Rhymes, Spanish and English* Highwater, Jamake. *Moonsong Lullaby* Kellogg, Steven. *Johnny Appleseed* Lang, Andrew. The Fairy Book series Locker, Thomas. *Family Farm* Turner, Ann. *Dakota Dugout*
Grade three	Alexander, Sue. *Días de fiesta de los estados unidos*. Translated into Spanish by Sandra Martin Arnold. Bunting, Eve. *How Many Days to America? A Thanksgiving Story* Child, Lydia M. *Over the River and Through the Wood* Ferris, Jeri. *Go Free or Die: A Story about Harriet Tubman* Fisher, Leonard E. *The Statue of Liberty* Longfellow, Henry Wadsworth. *Hiawatha* Politi, Leo. *Pedro, the Angel of Olvera Street* Precek, Katharine Wilson. *Penny in the Road* Sanders, Scott R. *Aurora Means Dawn* Sewall, Marcia. *The Pilgrims of Plimoth* Spier, Peter. *The Star-Spangled Banner* Tran-Khanh-Tuyet. *The Little Weaver of Thai-Yen Village*

Grade four

Back in the Beforetime: Tales of the California Indians. Retold by Jane L. Curry

Comstock, Esther J. *Vallejo and the Four Flags*

Fleischman, Sid. *¡Por la gran cuchara de cuerno!*

Gates, Doris. *Blue Willow*

Harvey, Brett. *Cassie's Journey: Going West in the 1860s*

Laurgaard, Rachel Kelly. *Patty Reed's Doll*

O'Dell, Scott. *Island of the Blue Dolphins*

Pelta, Kathy. *Bridging the Golden Gate*

Stewart, George R. *The Pioneers Go West*

Uchida, Yoshiko. *A Jar of Dreams*

Yep, Laurence. *Dragonwings*

Grade five

American folktales (various collections)

Benet, Rosemary, and Stephen V. Benet. *A Book of Americans*

Brink, Carol R. *Caddie Woodlawn*

Brown, Marion Marsh. *Sacagawea: Indian Interpreter to Lewis and Clark*

Columbus and the Age of Exploration. Illustrated by Ken Stott

Cousins, Margaret. *Ben Franklin of Old Philadelphia*

Field, Rachel. *Calico Bush*

Fritz, Jean. *And Then What Happened, Paul Revere?* and *Traitor: The Case of Benedict Arnold*

Hawthorne, Nathaniel. *True Stories from History and Biography*

Hetmann, Frederik. *Historias de pieles rojas*

Lawson, Robert. *Ben and Me*

Lazarus, Emma. "The New Colossus," in *Favorite Poems Old and New: Selected for Boys and Girls*. Edited by Helen J. Ferris

Lord, Bette B. *In the Year of the Boar and Jackie Robinson*
McKissack, Patricia C. *Mary McLeod Bethune: A Great American Educator*
Maestro, Betsy. *A More Perfect Union: The Story of Our Constitution*

Grade six

The Bible.
Confucius. *The Wisdom of Confucius*
Corbishley, Mike. *The Roman World*
D'Aulaire, Ingri, and Edgar P. D'Aulaire. *D'Aulaires' Book of Greek Myths*
Green, Roger L. *Tales of Ancient Egypt* and *Tales of Greek Heroes*
Hamilton, Virginia. *In the Beginning: Creation Stories from Around the World*
Harris, Geraldine. *Dioses y faraones de la mitología egipcia.*
James, Simon. *Rome*
Jataka Tales. Edited by Nancy DeRoin and illustrated by Ellen Lanyon
Kramer, Samuel N. *History Begins at Sumer: Thirty-Nine "Firsts" in Man's Recorded History*
Nesbit, E. *The Story of the Amulet*
Uchida, Yoshiko. *The Dancing Kettle*

Grade seven

Blassingame, Wyatt. *The Incas and the Spanish Conquest*
Connatty, Mary. *The Armada*
Davidson, Basil. *African Kingdoms*
Defoe, Daniel. *Robinson Crusoe*
Funcken, Liliane, and Fred Funcken. *The Age of Chivalry, Pt. 2*
Haugaard, Erik C. *The Samurai's Tale*
Kipling, Rudyard. *Puck of Pook's Hill*
Lang, Andrew. *The Arabian Nights Entertainments*
Las mil y una noches
Macaulay, David. *Castle* and *Cathedral*
Polo, Marco. *The Travels of Marco Polo*

Pyle, Howard. *The Merry Adventures of Robin Hood*

Shakespeare Alive! Edited by Joseph Papp and Elizabeth Kirkland.

Sutcliff, Rosemary. *The Lantern-Bearers: And Other Essays*. Edited by Jeremy Treglown

---

Grade eight

Blos, Joan. *A Gathering of Days: A New England Girl's Journal, 1830-32*

Boorstin, Daniel J., and Ruth F. Boorstin. *The Landmark History of the American People*

Claflin, Edward B. *Sojourner Truth and the Struggle for Freedom*

Cooper, James Fenimore. *The Last of the Mohicans* or *The Leatherstocking Tales*

Davis, Russell. *Chief Joseph: War Chief of the Nez Perce*

Díaz-Cubero, José H. *Historia del pueblo de los estados unidos de america*

Freedman, Russell. *Lincoln: A Photobiography* (other Lincoln biographies as well)

Hunt, Irene. *Across Five Aprils*

Irving, Washington. *The Sketch Book*

Lincoln, Abraham. Speeches

Longfellow, Henry Wadsworth. "Sail On, O Ship of State" in *Favorite Poems Old and New: Selected for Boys and Girls*. Edited by Helen J. Ferris

McPhillips, Martin. *The Constitutional Convention*

Marrin, Albert. *The War for Independence: The Story of the American Revolution*

Sloane, Eric. *Once upon a Time: The Way America Was*

Whittier, John Greenleaf. "Barbara Frietchie" (available in poetry collections)

Wolf, Bernard. *In This Proud Land: The Story of a Mexican-American Family*

Grade nine (elective courses)	Addams, Jane. *Twenty Years at Hull House* Mead, Margaret. Various selections Rodriguez, Richard. *Hunger of Memory: The Education of Richard Rodriguez, An Autobiography* Steinbeck, John. *Cannery Row* Thackeray, William M. *The History of Henry Esmond*
Grade ten	Biographies and articles of Aristotle, Plato, Socrates, Gandhi, Nehru, and Lord Mountbatten Cheng, Nien. *Life and Death in Shanghai* Dickens, Charles. *Hard Times* and *David Copperfield* Frank, Anne. *The Diary of a Young Girl* Geras, Adele. *Voyage* Hersey, John. *Hiroshima* Huxley, Aldous. *Brave New World* Koestler, Arthur. *Darkness at Noon* Levi, Primo. *The Drowned and the Saved* Mathabane, Mark. *Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa* Remarque, Erich M. *All Quiet on the Western Front* Solzhenitsyn, Alexander. *One Day in the Life of Ivan Denisovich*; "Nobel Lecture on Literature" and "Solzhenitsyn, the Voice of Freedom" (two speeches published in a series (No. 152) by the American Federation of Labor and Congress of Industrial Organizations) Watkins, Yoko K. *So Far from the Bamboo Grove*
Grade eleven	Biographies of ordinary and extraordinary men and women of twentieth-century America Bird, Caroline. *The Invisible Scar* Bok, Edward W. *The Americanization of Edward Bok*

	Carson, Rachel. *Silent Spring* Hansberry, Lorraine. *A Raisin in the Sun* (play) Lewis, Sinclair. *Main Street* or *Dodsworth* Myrdal, Gunnar. *An American Dilemma* Sherwood, Robert E. *Roosevelt and Hopkins, an Intimate History* Sinclair, Upton. *The Jungle* Smith, Betty. *A Tree Grows in Brooklyn* Steinbeck, John. *The Grapes of Wrath* Warren, Robert Penn. *All the King's Men*
Grade twelve	Adler, Mortimer. *We Hold These Truths* and *Six Great Ideas* Clavell, James. *The Children's Story* Hamilton, Alexander, et al. *The Federalist Papers* (selections) Heilbroner, Robert L. *The Worldly Philosophers* Leys, Simon. *Chinese Shadows* Revel, Jean-Francois. *How Democracies Perish*
Magazines	The following magazines are recommended to young readers to support their learning of history–social science: *American Heritage* (grades eight, eleven, and twelve) *American History* (grades eight, eleven, and twelve) *Classical Calliope* (grades six and seven) *Cobblestone* (grades two through five) *Faces* (grades two through seven) *National Geographic*

Publications Available from the Department of Education

This publication is one of over 650 that are available from the California Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0760-1	Celebrating the National Reading Initiative (1989)	6.75
0-8011-0874-8	The Changing History-Social Science Curriculum: A Booklet for Parents (1990)*	10 for 5.00
0-8011-0867-5	The Changing Language Arts Curriculum: A Booklet for Parents (1990)*	10 for 5.00
0-8011-0777-6	The Changing Mathematics Curriculum: A Booklet for Parents (1989)*	10 for 5.00
0-8011-0041-0	English–Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English-Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0804-7	Foreign Language Framework for California Public Schools (1989)	5.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0712-1	History–Social Science Framework for California Public Schools (1988)	6.00
0-8011-0782-2	Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation, Especially for Black Girls (1989)	6.00
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0252-9	Model Curriculum Standards: Grades 9—12 (1985)	5.50
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0831-4	Recommended Literature, Grades 9—12 (1989)	4.50
0-8011-0311-8	Recommended Readings in Literature, K—8 (1986)	2.25
0-8011-0745-8	Recommended Readings in Literature, K—8, Annotated Edition (1988)	4.50
0-8011-0738-5	Secondary Textbook Review: English (1988)	9.25
0-8011-0846-2	Toward A State Of Esteem	4.00
0-8011-0805-5	Visual and Performing Arts Framework for California Public Schools (1989)	6.00

* The price for 100 booklets is $30.00; the price for 1,000 booklets is $230.00.

Orders should be directed to:

California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271

Please include the International Standard Book Number (ISBN) for each title ordered. Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from governmental agencies. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above or by calling (916) 445-1260.

87-141 (03-0342) 300 6-90